



ENGLISH 100 SYLLABUS
Introductory English Composition

COURSE INFORMATION:

Sect# 3883 ENGL 100 KCU Intro to English Comp , Fall 2012 MW 6:30-8:50 KC 0286 5 credits

Instructor: Jacob Martens

Preferred contact: jmartens@greenriver.edu Secondary contact: cell: 253-720-1768 (7a-10p)

Office Hours: After class MW or 3-4 MW in KC 284 or via online chat as announced and by appointment on Auburn Campus T,Th, F between 11-12 or 1-2 in Salish 120.

REQUIRED COURSE MATERIALS: Please bring this textbook and writing materials to class daily:

Sims, Marcie. The Write Stuff 2nd ed. ISBN 978-0-321-441720

Computer and Internet access: This course uses Canvas. The login for canvas is <https://egator.greenriver.edu/>. You will need your GRCC email address and Student Identification Number to log in. Canvas will be used to turn in some assignments, and more importantly, access the syllabus and other important handouts. Be sure to follow the calendar in Canvas for homework updates.

Supplies: Any College-Level Dictionary and Thesaurus, binder or organizer with college ruled loose leaf 3 ring punched paper for in class writing; a flash drive, stapler, and a supply of copy paper to make multiple copies of papers.

COURSE DESCRIPTION: Intensive writing course designed to prepare students for ENGL& 101. Focuses on college-level composition skills (composition and revision processes) and college-level reading analysis. Presents a general review of the rules of English grammar and spelling. **PREREQUISITE:** COMPASS placement (Writing and Reading Scores) or ENGL 081 with a grade of 2.0 or higher and eligible for READ 104. This is a pass/no credit course.

STATEMENT OF INSTRUCTIONAL METHODS: We will engage in small and large group discussions—some of them possibly online, games, activities and critical thinking exercises centered on literature, rhetoric, and effective written communication for the purposes of understanding and demonstrating the rigors of academic writing.

ASSIGNMENTS: Includes reading and discussion of texts, including summary responses in a journal. As for papers, students will be writing in class three times throughout the term. In addition, students will write 3 formal papers-- a descriptive/narrative story, a cause-effect paper, and an argumentative essay. There will be no outside research. There will be one major revision/extension of one of the three papers. Throughout the term, students will be working at their own pace and skill-level on MyWritingLab. In class(and online) activities and discussion will supplement and support meeting course outcomes.

COURSE OUTCOMES: To fulfill the requirement of English 100, students should be able to demonstrate the following at the college level:

1. express their ideas clearly in writing;
2. organize paragraphs and expository essays;
3. develop greater facility with language;
4. improve their mechanics and usage.

Course content learning outcomes will be demonstrated by

1. writing a minimum of two expository paragraphs.
2. writing a minimum of one summary.
3. writing a minimum of three expository paper (for instance, argument, process, comparison-contrast, etc. or some combination of modes based on the assignment) --no secondary research in this level though)

4. revising papers extensively (revision of content: ideas and analysis, structure, and development)
5. reviewing grammar and usage, sentence construction, and mechanics as needed, and
6. reading and analyzing short essays/articles/fiction as assigned by instructor (from text, supplements, etc.).

CAMPUS WIDE LEARNING OUTCOMES: Additional Assessment and Learning Goals: Embedded in the above academic goals is an additional set of goals that are part of a college-wide effort to coordinate and connect student learning across disciplines. The entire campus community embraces the following goals as desired learning outcomes for all students.

Written Communication demonstrated by the creation and revision of essays that have a clear focus, coherent organization, correct spelling and grammar, and tone and style that are both appropriate and effective.

Critical Thinking demonstrated by active, thoughtful participation in discussions; by extensive, detailed, thoughtful responses to readings and classmates' drafts; and by the creation and revision of essays that analyze rather than summarize.

Responsibility demonstrated by regular attendance, punctuality, class preparedness (including reading materials and completing assignments before class discussion), timely submission of assignments, and an atmosphere of mutual respect.

ACADEMIC HONESTY: The following statement is what I include in a college level writing course:

Students are expected to avoid cheating on quizzes, plagiarizing papers, fabricating research findings, or sharing exam questions, all with the intent to deceive.

In a writing course, plagiarism is the main concern, so to elaborate on the definition of plagiarism: **if you condense, put into your own words (ESPECIALLY if you maintain the original sentence structure), or use word-for-word another source's ideas, facts, stats, stories, or images, you must cite the source concurrently as an "in-text citation" or immediately after the sentence using borrowed material as a "parenthetical citation;" plus, complete bibliographical information for that source must appear on the work cited page.**

Citations allow readers and scholars to determine where one writer's words begin and another's end. Citations help readers navigate a "composition" of various voices; thus, we call this course "English Composition." Unfortunately, lack of citations when they are needed is considered plagiarism, a serious breach of academic honesty.

Plagiarism occurs in the following instances:

- A paper uses large chunks of text copied verbatim from the Internet (or any other source) and attempts to pass it off as original work.
- A paper uses large chunks of text from the Internet (or any other source) and changes a few words here and there without making any distinction between the source's words and the writer's words, thus, attempting to pass it off as original work.
- A paper uses uncommon knowledge, specialized opinion about common knowledge, and specialized language without giving any sources or proof of expertise to establish the author's credentials.
- A paper is so rushed and the documentation is so disorganized that the citations are forgotten, lost, and/or incomplete.
- A paper doesn't match the assignment whatsoever, perhaps because it was turned in for another class. **Recycling a paper from another class is unacceptable and can be considered self-plagiarism.**
- A paper has been reworded and reworked so thoroughly by a well-meaning family member, friend, or tutor that it is no longer the student's writing.

However, this class does not require research, so there should be no reason-- and therefore no temptation--to copy and paste others' ideas or words off the Internet or any other source. I can tell when you do. I want you to practice writing and communicating your own ideas. Therefore, plagiarized papers will be unacceptable.

If I detect a paper that has evidence of being plagiarized as described above, the following sanctions will occur:

Computers, laptops, iPads, or smart phone use may be appropriate at certain times; however, it is not appropriate during class discussion or presentations. Distracting, off-task computer/ cell phone users may be asked to leave. Excuse yourself if you must attend to your phone. I respect parents' needs to be on-call, for I will be myself.

As a reflection of our formal, professional, academic setting, all out-of-class writing (including emails to the instructor) should be typed, double spaced, **use standard spelling and be free from slang, profanity, grammatical and capitalization errors**, lest the reader's perception is that the writer (or speaker) is inappropriately disrespectful. As logical, the same applies to classroom conversation. In other words, do no harm to your ethos.

Attendance—recommended, requested. 100% attendance AND regular contribution to class discussion results in 3% extra credit. Statistically, poor attendance (more than 10% of classes) lowers final course grade substantially due to lost instruction. **Please sign attendance sheet prior to the start of class or at the end.** Excessive and regular tardiness or early departures may count against extra credit.

To encourage attendance in a class that meets only twice a week, the following adjustments apply:

Miss 0 classes: +3% bonus	Miss 4 classes -5%
Miss 1 class with reasonable/verifiable excuse +1%	Miss 5 classes -10%
Miss 2 classes -0%	Miss 6 classes -15%
Miss 3 classes -3%	Miss 7 classes or more=cannot pass the course

Late work: Late papers result in a C at most. Reading Responses must be done by the beginning of class time in order to get credit. Rare (oops!) marginally late online work (a few hours late) may not be penalized; however, work days late or consistently late will not be considered.

Children in class are not allowed at GRCC; however, if a rare necessity, and in desperate situations, and only as a last resort and for good reason, arrangements may be made to attend class remotely. Please see instructor for more info.

Civility: According to F. Scott Fitzgerald, "The test of first-rate intelligence is the ability to hold two opposing ideas in mind at the same time and still retain the ability to function" (qtd. in Irvine 202, Best American Science and Nature Writing of 2011). In other words, I expect civility even in a heated debate.

Etiquette for Classroom Dispute Resolution

If you have questions or concerns about this class or me, please come to talk with me about your concerns. If we are unable to find a solution, you may talk with Jaeney Hoene, Chair of the English Department.

Caveats

This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check for announcements made while you were absent. Changes to the syllabus will be posted in Canvas.

Course Schedule at a glance

Refer to detailed Calendar in Canvas, which may reflect more details than this calendar. This is just a paper reminder of the main due dates for the course. White days are days we meet as a class. Additional reading assignments may be assigned in class or on Canvas Calendar/ syllabus. **Not all due dates for all assignments are listed here, for example, readings and exercises will be posted in Canvas.** Please follow schedule on Canvas and write your own due dates in your own planner. Papers are due in class.

Sp 2012 WK	S	Monday	T	Wednesday	Th	F	S
1	2 3	24	25	26 Due by beginning of class—entry survey. Read Chapter 1 and complete exercises. (See Canvas for more details). In class writing prompt	27	2 8	29
2	3 0	1	2	3 <u>Paper 1 draft due— 50 points for complete draft- bring 3 copies</u>	4	5	6
3	7	8	9	10 <u>Paper 1 final due</u> In class writing prompt Journal Check—please bring journals	11	1 2	13
4	1 4	15	16	17	18	1 9	20
5	2 1	22 <u>Paper 2 draft due-- 50 points for complete draft- bring 3 copies</u>	23	24 Optional Revision of paper 1 due in class writing prompt	25	2 6	27
6	2 8	29 <u>Paper 2 final due</u>	30	31 Class Meets in Canvas—see assignment in lieu of class.	1	2	3
7	4	5	6	7 <u>Paper 3 final draft due</u> Conference sign ups	8	9	10
8	1 1	12 NO School- Veteran's Day	13	14 Conferences with instructor (Optional revision of paper 2 due at conference)	15	1 6	17
9	1 8	19 Conferences with instructor	20	21 Additional conferences available with Instructor. Additional assignment in Canvas in lieu of class.	22	2 3	24
10	2 5	26 <u>required revision of paper 3 due</u>	27	28 Getting ready for English 101	29	3 0	1
11	2	3 Journals Due	4	5 <u>Did you complete MyWritingLab finals?</u> Planning for final	6	7	8
12	9	10	11	12 Final worth 10%	13	1 4	15

Log in to Canvas for complete details!